Proposing a New Course
Any faculty member, with the approval of the department chair, may propose an off-campus January Interim course to be taught during the second year or a subsequent year on the Gustavus Adolphus faculty. Proposals must demonstrate the suitability of the course to the college curriculum. Furthermore, they must provide a rationale for conducting the course off campus by explaining the significance of the location(s) to the overall educational experience. The proposal shall provide a clear picture of the careful integration of course content and on-site living and learning opportunities. Proposals are reviewed first by the Director of International and Cultural Education, then by the Global Engagement Committee (GEC). Additional information may be requested from the proposer during this review process.

Both new and returning course proposals are due in early October of the academic year prior to the year of the proposed course (due date is posted each year on the Curriculum Committee website). Instructors adapting an on-campus course to an off-campus January Interim must submit a new course proposal with a course number different from that of the on-campus course. Faculty members must have a back-up plan for their on-campus teaching if, due to low enrollment, the study away course is cancelled.
Proposal forms for new or repeat January off-campus courses are available on the Curriculum Committee website.

Want to see some sample proposals that have been positively reviewed by IDPC? Go to the forms page.

Proposal Review Procedure
• Proposals (including an estimated program budget) are due early in October of the academic year prior to the year proposed for the course (14 months in advance of the actual January Interim). The CICE staff is happy to work with instructors throughout the development of a new course proposal but must be involved with the development of a proposed budget.
• Following review by CICE, a new course proposal goes to GEC for consideration. GEC may request additional information about the course during the review process or request revisions prior to approval.
• If approved, the course then goes on to Curriculum Committee and from there to the full faculty, per the usual course approval process.

General Guidelines
• Instructors should address how courses fit into departmental or interdisciplinary programs and how they relate to existing programs in the same geographic
area. Faculty members are encouraged to speak to area studies programs and their department chair in advance of submitting a proposal.

• Each course shall have a well-defined focus, whether disciplinary or interdisciplinary.
• Pre-requisites shall be appropriate to course goals.
• Instructors shall be mindful also of the intended audience(s), whether majors, non-majors, or both.
• The January Interim Experience proposal should provide an accurate and complete summary of all activities associated with the course, including any proposed experiential activities.
• January Interim course instructors shall be familiar with the country(ies) included in the itinerary.
• Proposals that include a co-instructor who is retired or is not an active Gustavus faculty member require the Provost's approval. These arrangements should be discussed prior to submission of the proposal. Approval will be based on the individual’s site-specific expertise as well as their ability to be full participants in planning and implementing the course and assessing student learning.
• Normally, January Interim courses are taught by an individual faculty member. A team taught course may be possible contingent upon:
  o Approval of department(s) and the Provost's Office with regard to teaching loads. Consideration should be given to on-campus guidelines regarding student enrollment for team-taught courses.
  o Additional instructional costs not being added to the program costs for course instructors.
• In the event a proposed off-campus travel course is cancelled due to low enrollment or any other reason, the instructor must have a back-up plan for an on-campus course.

Academic guidelines
• Courses shall have academic integrity and coherence. The relationship between course content and the course location(s) should be articulated clearly. Instructors should give careful thought to the integration of course readings, lectures, site visits, and appropriate methods of evaluation.
• Courses shall normally combine experiential learning with more traditional academic learning.
• The type and amount of work required of students shall be appropriate to the focus and level of the course and compatible with living and traveling conditions. The academic expectations of the course should be comparable to on-campus courses.
• Students need to know in advance how they are to procure assigned reading materials (by purchase before departure, purchase on site, or the use of libraries). When students are expected to carry out research projects, faculty should ensure that libraries or other research facilities are available and adequate. If English is not the language of the location of the course, careful thought should be given to how students will carry out their course work and interact with local populations.
• The time devoted to classroom or course-related activities shall be at least as much as for on-campus January Interim Experience courses, and normally significantly more. Instructors should submit a preliminary daily schedule that outlines how mornings, afternoon and evenings will be spent. As a general guide, instructors normally schedule at least two of the blocks (i.e. morning, afternoon or evening) most days for meetings or other group activities to take advantage of the off-campus site. While there is value in allowing students some unscheduled time during a course, this must be balanced with a structure that ensures that students remain engaged in course-related activities during the majority of their schedule.

• Means of evaluation shall be clearly stated, realistic, adequate and appropriate for the course.

Itinerary and Planning
Travel planning is handled by the Center for International and Cultural Education in collaboration with the course instructor and an external Service Provider, which handles all of the on-the-ground logistics. Please consider these guidelines in preparing the itinerary:

• Instructors should balance the academic integrity of the course, the logistics, and cost of travel. Instructors are encouraged to consider carefully the number of sites they propose to visit, their geographical proximity to each other, and the time that will be spent traveling between them.

• Instructors must make a good case for the amount of travel they propose.

• It is expected that the duration of an off-campus January Interim Experience (not including travel days) will be consistent with the length of the on-campus January Interim Experience, no less than 20 calendar days.

Course title and draft catalog statement
• The course title must reflect the disciplinary or interdisciplinary focus of the course as well as the place in which it is taught. (Example: Argentinean Culture and Identity or Inauguration Politics: Washington DC.)

• The draft catalog statement shall describe the main theme or focus of the course, and identify its main elements (such as readings, lectures, site visits, independent research, and how students will be evaluated), in addition to the itinerary. (For examples, please contact the Director of International and Cultural Education.)

Course enrollment
• A suggestion for a minimum and maximum number of participants should be prepared and accompanied with a rationale for those numbers. Generally speaking, J-Term study away courses taught by a single instructor enroll a minimum of 10 students and a team-taught course has a minimum enrollment of 20 students. Please note that several policies govern students' involvement in off-campus study. These policies are elaborated in the online application system and are available to faculty members upon request.

Health and Safety
The well-being of faculty and students on any travel course is of utmost importance. As you plan your January Interim course, you will need to provide a description of relevant risk management issues. Your proposal will not be considered until these conditions have been thoroughly explored. Read the policies for risk management.

**Budget Policies**
All approved J-Term study away proposals will be subject to budget considerations in consultation with the staff in the Center for International and Cultural Education. Please keep the following guidelines in mind:

- CICE staff members shall develop budgets in cooperation with selected program partners (including a Service Provider).
- Instructor's salary and benefits are met through the operating budget of the College.
- Participating students pay the actual costs for the individual program including a per-student, pro-rated amount to cover the expenses of the faculty member leading the program.
- It is expected that off-campus J-Term study away courses will operate within the established budgets. Programs that exceed their budgeted allotments may not be eligible for renewal.
- Final course costs are established during the spring semester prior to the J-Term of the program.

**Student Selection Criteria**
The selection of student participants for study away programs is handled in two or three phases: First, CICE screens all applicants for minimum Gustavus requirements for participation in a study away program. The second step is to send the Gustavus approved application to the Faculty Director of the program for approval. The third step is to send the application to the program partner, if other than Gustavus Adolphus College; partners like host universities often make final decisions regarding student participation in direct-enrollment programs.

The following criteria are approved by the GEC and may be used by Gustavus faculty who are involved in approving students for J-Term or semester study away programs:

- **Reason for choosing a study away program. Motivation for applying.**
  - Academic reasons
  - Non-academic reasons
- **Grade Point Average.**
- **All other things being equal:**
  - Seniors and juniors have priority over sophomores;
  - Regularly enrolled students will have priority over graduated students;
  - Gustavus Adolphus students will have priority over non-Gustavus Adolphus students
- **Personal qualities/Interpersonal skills:**
  - Maturity
  - Independence
- Adaptability
- Ability to interact with a group
- Willingness to initiate cross cultural opportunities
- Ability to function in stressful situations
  - Program-specific needs

**Final Report**

At the conclusion of the January Interim, the Center for International and Cultural Education will ask students to complete an electronic evaluation concerning academic, intercultural, and logistical aspects of the course. CICE uses the results in reviewing subsequent January Interim proposals.

In addition, January Interim instructors must submit the following:

- A final financial report to the CICE Enrollment and Logistics Coordinator within one week of return.
- A narrative report to the Director of CICE by March 1. Please follow these [guidelines](#) for the report.

Both reports are both of the ongoing evaluation history of the program and may be used as contributing documents in program reviews, overall CICE operations reviews, and faculty member performance reviews (the academic portions of the student evaluation).